



## Johnsonville Middle

415 Maple Avenue  
Johnsonville, SC 29555

<b>Grades</b>	5-8 Middle School	
<b>Enrollment</b>	452 Students	
<b>Principal</b>	Randy Willis	843-386-2066
<b>Superintendent</b>	Dr. A. Dale Strickland	843-386-2358
<b>Board Chair</b>	Brad Hooks	843-386-2358

# THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
<b>2008</b>	<b>Below Average</b>	<b>Below Average</b>
2007	Average	Below Average
2006	Average	Below Average
2005	Average	At-Risk
2004	Good	Good

## DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

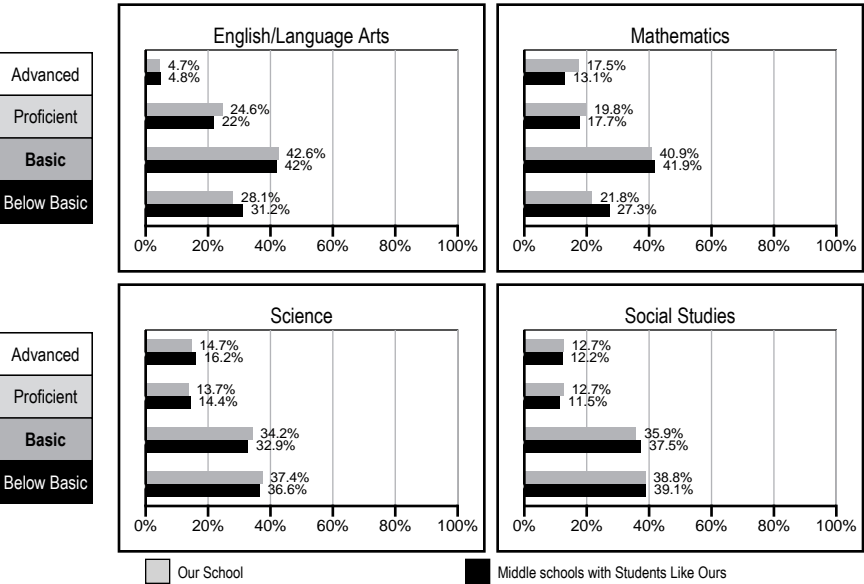
97.9%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	15	33	5

\* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



\* Middle schools with Students Like Ours are Middle schools with Poverty indices of no more than 5% above or below the index for the School.

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours*
Algebra 1/Math for the Technologies 2	100.0	97.2
English 1	0	96.1
Physical Science	0	57.7
All Subjects	100.0	96.3

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=452)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	12.6%	Down from 20.6%	19.8%	19.4%
Retention rate	0.9%	Down from 1.6%	1.5%	1.8%
Attendance rate	96.0%	No Change	95.9%	95.8%
Eligible for gifted and talented	16.0%	Down from 16.7%	16.9%	15.3%
With disabilities other than speech	18.2%	Up from 12.6%	14.2%	12.9%
Older than usual for grade	6.9%	Up from 4.0%	3.1%	3.0%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.4%	Up from 0.0%	0.6%	0.7%
Annual dropout rate	0.0%	Down from 0.4%	0.0%	0.0%
<b>Teachers (n=30)</b>				
Teachers with advanced degrees	60.0%	Up from 58.6%	53.3%	55.0%
Continuing contract teachers	73.3%	Down from 96.6%	73.5%	70.6%
Teachers with emergency or provisional certificates	0.0%	No Change	5.3%	5.4%
Teachers returning from previous year	91.8%	Down from 94.4%	84.4%	83.4%
Teacher attendance rate	93.5%	Down from 94.9%	94.9%	94.9%
Average teacher salary	\$47,135	Up 6.9%	\$44,194	\$44,706
Professional development days/teacher	13.4 days	Up from 9.7 days	11.5 days	11.8 days
<b>School</b>				
Principal's years at school	5.0	Up from 4.0	3.0	3.0
Student-teacher ratio in core subjects	14.7 to 1	Up from 13.0 to 1	19.6 to 1	20.1 to 1
Prime instructional time	87.8%	Down from 89.1%	89.3%	89.3%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	88.9%	Down from 100.0%	97.6%	98.0%
Character development program	Excellent	Up from Average	Good	Good
Dollars spent per pupil*	\$7,485	Up 11.6%	\$6,993	\$7,097
Percent of expenditures for instruction*	62.2%	Down from 64.2%	64.4%	64.4%
Percent of expenditures for teacher salaries*	59.0%	Down from 61.1%	60.0%	59.4%

\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

This has been another prolific year at Johnsonville Middle School. The credit goes to our students and faculty who have pursued and achieved impressive goals with great enthusiasm. Our students' creativity and academic excellence have culminated in awards and recognition at prestigious events throughout the year.

JMS had ten eighth grade students become Junior Scholars. The Mock Trial Team won its fourth regional competition. Several of the competitors won special recognition at the regional and state level. The team's attorney coach won the SC Bar's Law Related Education Division's Attorney of the Year.

At the state Junior Beta Club convention, JMS had many successes. Our students placed first in the Banner Competition, second in Group Talent, and third in Campaign Skit. One of our students was elected to serve as the State Secretary for the Junior Beta Club.

JMS's excellence in citizenship stems from the Student Council's community service projects. At the beginning of the school year, the Student Council launched a school-wide walking project to promote better health and pedestrian safety. Community service projects included a Thanksgiving canned food drive, Angel Tree Project (Christmas gifts for the sheltered workshop), Operation Christmas Child, and Pennies for Patients. The students finalized the year by organizing and presenting a JMS Idol competition.

Other events and focus areas include Grandparent's Day, community meetings, Community Appreciation Luncheon, Veteran's Day Luncheon, Parent's Day Luncheon, and a power line safety demonstration by Santee Cooper.

JMS uses a variety of available technology including MAP, SMART Boards, a STAR Lab, a CCC Lab, Flash News, [www.schoolnotes.com](http://www.schoolnotes.com), JMS website, and teacher websites.

Our teachers are adept when it comes to furthering their education and experiences as well. Some of the concentrated efforts our teachers have made towards their own personal educations include Strategies for Reading and Writing, Instructional Strategies for the Differentiated Classroom, SMART Board Training, Gang Awareness Training, National Board Certification, and Gifted and Talented Certification.

Through our students' perseverance, our faculty's dedication, and our community's participation we have achieved another fulfilling year of education and diversity.

Stevie Phillips, Principal  
DeJuan Hinson, SIC Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	33	100	85
Percent satisfied with learning environment	100.0%	93.0%	88.1%
Percent satisfied with social and physical environment	100.0%	91.9%	84.7%
Percent satisfied with school-home relations	90.6%	93.0%	85.5%

\* Only students at the highest middle school grade level and their parents were included.

School Adequate Yearly Progress

NO

This school met 14 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

\* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	N/A	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.0%	94.0%	Yes

\* Or greater than last year

Abbreviations for Missing Data

**PACT Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)**

All Students	441	100	28.1	42.6	24.6	4.7	40.3	46.4	48.2	No	Yes
<b>Gender</b>											
Male	225	100	34.6	42.4	20.3	2.8	33.6	40.1	41.7	N/A	N/A
Female	216	100	21.4	42.9	29	6.7	47.1	53.1	55	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	283	100	20.1	42.1	30.8	7	49.5	55.9	60	Yes	Yes
African American	144	100	43.3	44.7	12.1	0	22	26.9	31.7	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	70.4	I/S	I/S
Hispanic	11	100	40	30	30	0	30	35.7	38.4	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	47	I/S	I/S
<b>Disability Status</b>											
Disabled	86	100	68.7	27.7	3.6	0	6	20.3	16	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	25	36.9	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	258	100	37.4	43.9	17.5	1.2	27.6	34.2	34	No	Yes

**Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)**

All Students	441	100	22.7	42.6	20.4	14.3	47.1	49.6	45.8	Yes	Yes
<b>Gender</b>											
Male	225	100	25.8	40.1	19.4	14.7	44.2	47.8	45.6	N/A	N/A
Female	216	100	19.5	45.2	21.4	13.8	50	51.5	45.9	N/A	N/A
<b>Racial/Ethnic Group</b>											
White	283	100	15.4	37.4	27.1	20.1	56.4	60.1	59	Yes	Yes
African American	144	100	36.9	52.5	8.5	2.1	27.7	27.4	26.9	No	Yes
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	71.3	I/S	I/S
Hispanic	11	100	30	50	10	10	60	57.1	38.1	I/S	I/S
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	46.2	I/S	I/S
<b>Disability Status</b>											
Disabled	86	100	61.4	24.1	13.3	1.2	18.1	27.7	17.1	No	Yes
<b>Migrant Status</b>											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
<b>English Proficiency</b>											
Limited English Proficient	9	I/S	I/S	I/S	I/S	I/S	I/S	50	38.7	I/S	I/S
<b>Socio-Economic Status</b>											
Subsided meals	258	100	33.3	46.3	14.6	5.7	33.3	36.1	31.4	No	Yes

\* Adj - Adjusted to account for natural variation in performance.

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	287	100	37.4	34.2	13.7	14.7	28.4	30.6	35.7	96	95.7
Gender											
Male	151	100	39.3	29.7	13.8	17.2	31	32.4	37.4	95.8	95.5
Female	136	100	35.3	39.1	13.5	12	25.6	28.5	33.8	96.3	96
Racial/Ethnic Group											
White	180	100	28.3	32.9	17.3	21.4	38.7	40.7	49.2	96.2	95.6
African American	98	100	54.6	34	8.2	3.1	11.3	11.4	17	95.5	95.8
Asian/Pacific Islander	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58	99.7	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	97.9	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	37.4	N/A	N/A
Disability Status											
Disabled	58	100	61.4	31.6	3.5	3.5	7	13.1	14	94.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	5	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	99.2	98.6
Socio-Economic Status											
Subsided meals	175	100	49.4	35.7	7.7	7.1	14.9	16.6	21.1	95.3	95.4

Social Studies

All Students	287	100	38.8	35.9	12.7	12.7	25.4	29.1	34	96	95.7
Gender											
Male	147	100	37.6	31.2	14.2	17	31.2	34	36.6	95.8	95.5
Female	140	100	40	40.7	11.1	8.1	19.3	24	31.3	96.3	96
Racial/Ethnic Group											
White	185	100	29.9	35.6	16.9	17.5	34.5	37	44.5	96.2	95.6
African American	93	100	54.9	38.5	4.4	2.2	6.6	11.4	19.1	95.5	95.8
Asian/Pacific Islander	2	I/S	I/S	I/S	I/S	I/S	I/S	I/S	58.9	99.7	97
Hispanic	7	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	97.9	97.7
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.7	N/A	N/A
Disability Status											
Disabled	54	100	56.9	33.3	7.8	2	9.8	21.9	14.4	94.5	94.8
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	99.2	98.6
Socio-Economic Status											
Subsided meals	164	100	46.8	40.3	8.4	4.5	13	18.6	21	95.3	95.4

\* Adj - Adjusted to account for natural variation in performance.

## PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	106	100	30.1	48.5	21.4	0	21.4
	6	126	99.2	32.2	45.5	19	3.3	22.3
	7	104	100	26.5	49	22.4	2	24.5
	8	93	100	18.2	50	27.3	4.5	31.8
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	102	100	44.4	35.4	20.2	0	20.2
	6	103	100	26.5	38.2	28.4	6.9	35.3
	7	133	100	25.2	50.4	21.3	3.1	24.4
	8	103	100	17.2	44.4	29.3	9.1	38.4
Mathematics								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	106	100	18.4	42.7	24.3	14.6	38.8
	6	126	99.2	16.5	41.3	19.8	22.3	42.1
	7	104	100	19.4	36.7	28.6	15.3	43.9
	8	93	100	13.6	58	14.8	13.6	28.4
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	102	100	30.3	31.3	27.3	11.1	38.4
	6	103	100	21.6	35.3	26.5	16.7	43.1
	7	133	100	21.3	47.2	14.2	17.3	31.5
	8	103	100	18.2	55.6	15.2	11.1	26.3
Science								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	53	98.1	41.2	29.4	9.8	19.6	29.4
	6	64	100	33.9	35.5	17.7	12.9	30.6
	7	104	100	35.7	34.7	18.4	11.2	29.6
	8	47	100	22.2	42.2	24.4	11.1	35.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	50	100	49	26.5	6.1	18.4	24.5
	6	53	100	46.2	19.2	13.5	21.2	34.6
	7	133	100	30.7	43.3	14.2	11.8	26
	8	51	100	34	34	20	12	32
Social Studies								
2007	3	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	4	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	5	53	100	41.2	43.1	2	13.7	15.7
	6	62	98.4	16.9	50.8	18.6	13.6	32.2
	7	104	100	51	31.6	5.1	12.2	17.3
	8	46	100	11.6	62.8	18.6	7	25.6
2008	3	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	4	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	5	52	100	52	28	4	16	20
	6	50	100	8	32	30	30	60
	7	133	100	55.1	28.3	7.9	8.7	16.5
	8	52	100	14.3	67.3	16.3	2	18.4

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample